

# Ditto Elementary School

## Campus Improvement Plan

### 2008-2009

Arlington  
INDEPENDENT SCHOOL DISTRICT



## Campus Improvement Plan 2008-2009 Ditto Elementary School

### Overview

**Ditto Elementary is a campus of approximately 630 students, with a 26.15% minority population. Our 2008-2009 ethnic breakdown is: Asian-4%; Black-10%; Hispanic-12%; White-74%.**

**Ditto Elementary School received the exemplary rating from TEA for the spring 2008 TAKS scores. An analysis of the spring 2008 TAKS and EOY test data was done by campus administration and the Site-Based Decision Making Committee to determine campus strengths and weaknesses. The findings of this analysis were used to help determine our 2008-2009 campus goals and improvement areas/strategies. From this data, we concluded that reading was an area of strength throughout the campus. In order to maintain this exemplary rating, it was determined from the data that our *pressure points* (areas we need to maintain and/or improve to receive the exemplary rating) are: Math (all students; grades 3 – 6); Science (all students; grade 5); Writing (Hispanic and economically disadvantaged; grade 4).**

**Goal #1: To develop and implement a system of academic interventions.**

<b>Improvement Areas</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
Math All students Grades 3 – 6	<ul style="list-style-type: none"> <li>• Teacher input and observations</li> <li>• SCE</li> <li>• AMI</li> <li>• Volunteers in classroom</li> <li>• Current supplemental TAKS material</li> </ul>	<ul style="list-style-type: none"> <li>• Julie Harcrow, Principal</li> <li>• Noemi Milligan, AP</li> <li>• Karen Heisterkamp, Counselor</li> <li>• Team Leaders (3 – 6)</li> </ul>	<ul style="list-style-type: none"> <li>• Student Progress Meetings-1 time per six weeks</li> <li>• Team Meetings-2 times per month</li> <li>• Math Committee Meetings–1 time per six weeks</li> </ul>	<ul style="list-style-type: none"> <li>• Benchmark Data</li> <li>• Progress Report</li> <li>• Topic/Chapter Tests and Report Card Grades</li> </ul>
Science All students Grade 5	<ul style="list-style-type: none"> <li>• Teacher input and observations</li> <li>• SCE</li> <li>• Consumables</li> </ul>	<ul style="list-style-type: none"> <li>• Julie Harcrow, Principal</li> <li>• Noemi Milligan, AP</li> <li>• Karen Heisterkamp, Counselor</li> <li>• Team Leaders (3 – 6)</li> </ul>	<ul style="list-style-type: none"> <li>• Student Progress Meetings-1 time per six weeks</li> <li>• Team Meetings-2 times per month</li> <li>• Science Committee Meetings–1 time per six weeks</li> </ul>	<ul style="list-style-type: none"> <li>• Benchmark Data</li> <li>• Progress Report</li> <li>• Chapter/Unit Tests</li> <li>• Science Notebook and Report Card Grades</li> </ul>
Writing Hispanic and Economically Disadvantaged Grade 4	<ul style="list-style-type: none"> <li>• Teacher input and observations</li> <li>• SCE</li> <li>• Writing Wednesday</li> </ul>	<ul style="list-style-type: none"> <li>• Julie Harcrow, Principal</li> <li>• Noemi Milligan, AP</li> <li>• Karen Heisterkamp, Counselor</li> <li>• Team Leaders (3 – 6)</li> </ul>	<ul style="list-style-type: none"> <li>• Student Progress Meetings-1 time per six weeks</li> <li>• Team Meetings-2 times per month</li> <li>• LA Committee Meetings – 1 time per six weeks</li> </ul>	<ul style="list-style-type: none"> <li>• Benchmark Data</li> <li>• Progress Report</li> <li>• DOLs</li> <li>• Compositions</li> <li>• Red Writing Notebooks</li> <li>• Lang Arts Target Questions</li> <li>• and Report Card Grades</li> </ul>

**Goal #1: To develop and implement a system of academic interventions.**

Improvement Areas	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
<p>Students identified as needing additional learning time to meet academic standards or to prevent them from dropping out, will be provided with appropriate intervention strategies based upon their needs. These decisions will be made by the RAP committee, which is composed of the child's teacher(s), counselor and other campus staff. (M)</p>	<ul style="list-style-type: none"> <li>• SCE</li> <li>• Accelerated Reading/Math (C/I)</li> </ul>	<ul style="list-style-type: none"> <li>• Julie Harcrow, Principal</li> <li>• Noemi Milligan, AP</li> <li>• Karen Heisterkamp, Counselor</li> </ul>	<ul style="list-style-type: none"> <li>• Student Progress Meetings-1 time per six weeks</li> <li>• Team Meetings-2 times per month</li> </ul>	<ul style="list-style-type: none"> <li>• Benchmark Data</li> <li>• Student Progress Monitoring Reports</li> <li>• Report cards</li> <li>• RAP sheets</li> <li>• TRIAND</li> </ul>

**Goal #2: To reduce course/subject failure rates.**

<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
Differentiated instruction	<ul style="list-style-type: none"> <li>• Team meetings/planning</li> <li>• Professional Development</li> <li>• enVision Math Textbooks</li> </ul>	<ul style="list-style-type: none"> <li>• Julie Harcrow, Principal</li> <li>• Noemi Milligan, Assistant Principal</li> <li>• Team Leaders</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly</li> </ul>	<ul style="list-style-type: none"> <li>• Walk through notes</li> <li>• Reduction in Failure/Progress Reports</li> <li>• Reduction in Office/Counselor Referrals</li> <li>• Benchmark test results</li> <li>• Report cards</li> </ul>
RAP/Student Progress Monitoring Meetings	<ul style="list-style-type: none"> <li>• Special Ed. teaching assistants (to cover special ed. resource classes)</li> </ul>	<ul style="list-style-type: none"> <li>• Julie Harcrow, Principal</li> <li>• Noemi Milligan, Assistant Principal</li> <li>• Karen Heisterkamp, Counselor</li> </ul>	<ul style="list-style-type: none"> <li>• Student Progress Meetings-1 time per six weeks</li> </ul>	<ul style="list-style-type: none"> <li>• Student Progress Monitoring Reports</li> <li>• Report cards</li> <li>• RAP sheets</li> <li>• TRIAND</li> </ul>
Tutorials	<ul style="list-style-type: none"> <li>• ARI/AMI</li> <li>• SCE</li> </ul>	<ul style="list-style-type: none"> <li>• Julie Harcrow, Principal</li> <li>• Noemi Milligan, Assistant Principal</li> <li>• Team Leaders</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly team meetings</li> <li>• Student Progress Meetings-1 time per six weeks</li> </ul>	<ul style="list-style-type: none"> <li>• Benchmark test results</li> <li>• Report card grades</li> <li>• Progress reports</li> <li>• Student Progress Monitoring Reports</li> </ul>
MHS Mentors	<ul style="list-style-type: none"> <li>• MHS students</li> </ul>	<ul style="list-style-type: none"> <li>• Karen Heisterkamp, Counselor</li> <li>• Carolyn Powers, MHS Leadership Instructor</li> </ul>	<ul style="list-style-type: none"> <li>• Team leader meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Team leader meeting discussions</li> <li>• Student feedback</li> </ul>

**Goal #2: To reduce course/subject failure rates.**

<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
Supported classrooms (in class support)	<ul style="list-style-type: none"> <li>• Special Ed. teaching assistants</li> </ul>	<ul style="list-style-type: none"> <li>• Julie Harcrow, Principal</li> <li>• Noemi Milligan, Assistant Principal</li> <li>• Lori Decker, Special Ed Team Leader</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly team meetings</li> <li>• Weekly special ed. staffing</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher input</li> <li>• Benchmark test results</li> <li>• Report card grades</li> <li>• Progress reports</li> <li>• Student progress monitoring reports</li> </ul>
Co-Teaching (4 <sup>th</sup> & 5 <sup>th</sup> grade only)	<ul style="list-style-type: none"> <li>• Weekly planning sessions</li> <li>• Professional development</li> </ul>	<ul style="list-style-type: none"> <li>• Julie Harcrow, Principal</li> <li>• Noemi Milligan, Assistant Principal</li> <li>• Lori Decker &amp; Mandi Meurer, Sp. Ed. Teachers</li> <li>• Carrie Donart &amp; Julie Girton, 4<sup>th</sup> grade teachers</li> <li>• Stephanie Anderson &amp; Julie Snyder, 5<sup>th</sup> grade teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly team meetings</li> <li>• Weekly special ed. staffing</li> </ul>	<ul style="list-style-type: none"> <li>• Report cards</li> <li>• Benchmark test results</li> <li>• Student IEP goals monitoring</li> <li>• Student progress monitoring reports</li> <li>• Lesson plans</li> </ul>
Campus Administration will ensure that teachers are placed in classroom/subject area assignments that match the certification of each teacher. (HQ)	<ul style="list-style-type: none"> <li>• None.</li> </ul>	<ul style="list-style-type: none"> <li>• Julie Harcrow, Principal</li> </ul>	<ul style="list-style-type: none"> <li>• September &amp; January</li> </ul>	<ul style="list-style-type: none"> <li>• Master schedule</li> <li>• Teacher certification</li> <li>• Principal Attestation</li> </ul>

**Goal #2: To reduce course/subject failure rates.**

<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
Teachers will participate in high quality, ongoing professional development based upon campus needs (PD)	<ul style="list-style-type: none"> <li>• SCE</li> </ul>	<ul style="list-style-type: none"> <li>• Julie Harcrow, Principal</li> </ul>	<ul style="list-style-type: none"> <li>• December &amp; April</li> </ul>	<ul style="list-style-type: none"> <li>• ERO attendance reports</li> </ul>

**Goal #3: To develop subject area vertical alignment.**

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Cross curricular/interdisciplinary lesson plans	<ul style="list-style-type: none"> <li>• Teacher resources</li> <li>• Professional development</li> </ul>	<ul style="list-style-type: none"> <li>• Julie Harcrow, Principal</li> <li>• Noemi Milligan, Assistant Principal</li> <li>• Team Leaders</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• Walk through notes</li> </ul>
Cross grade level meetings	<ul style="list-style-type: none"> <li>• Staff development days</li> </ul>	<ul style="list-style-type: none"> <li>• Julie Harcrow, Principal</li> <li>• Noemi Milligan, Assistant Principal</li> <li>• Karen Heisterkamp, Counselor</li> <li>• Team Leaders</li> </ul>	<ul style="list-style-type: none"> <li>• 3 times per year</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting notes/agendas</li> </ul>
Vertical alignment/curriculum committee meetings (LA, math and science) and aligned vocabulary	<ul style="list-style-type: none"> <li>• Campus budget-CAMT Conference (Conference for the Advancement of Mathematics Teaching)</li> <li>• Faculty presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Julie Harcrow, Principal</li> <li>• Noemi Milligan, Assistant Principal</li> <li>• Susan Young, LA Committee Chair</li> <li>• Kristi Carroll &amp; Tanisha Robinson, Math Committee Co-Chairs</li> <li>• Brenda Allen, Science Committee Chair</li> </ul>	<ul style="list-style-type: none"> <li>• 1 time per six weeks</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting agendas and notes</li> <li>• Campus staff development feedback forms</li> </ul>



**Campus Improvement Plan 2008-2009  
Ditto Elementary School**

**Goal #3: To develop subject area vertical alignment.**

<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
Thinking Maps	<ul style="list-style-type: none"> <li>District and campus professional development</li> </ul>	<ul style="list-style-type: none"> <li>Robin Shepard &amp; Stephanie Anderson, Campus TM Trainers</li> </ul>	<ul style="list-style-type: none"> <li>Weekly</li> </ul>	<ul style="list-style-type: none"> <li>Walk through notes</li> <li>Lesson plans</li> <li>Thinking Maps wall</li> <li>District and campus staff development evaluation forms</li> </ul>

**Goal #4: To engage parents and the community in the educational process.**

<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
Pre-Season Picnic & Supply Night	<ul style="list-style-type: none"> <li>• Donations</li> <li>• Volunteers</li> </ul>	<ul style="list-style-type: none"> <li>• Julie Harcrow, Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Before and after events</li> </ul>	<ul style="list-style-type: none"> <li>• Debriefing meeting with PTA, Ditto Dads Club and team leaders</li> </ul>
Ditto Dads Club	<ul style="list-style-type: none"> <li>• Membership dues</li> <li>• Volunteers</li> </ul>	<ul style="list-style-type: none"> <li>• Julie Harcrow, Principal</li> <li>• Steve Nye, DDC President</li> </ul>	<ul style="list-style-type: none"> <li>• 2 times per semester</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting sign in sheets</li> <li>• Agenda minutes</li> </ul>
Ditto website and faculty webpages	<ul style="list-style-type: none"> <li>• Staff development</li> </ul>	<ul style="list-style-type: none"> <li>• Julie Harcrow, Principal</li> <li>• Misti Ryman, CTM</li> <li>• Team Leaders</li> </ul>	<ul style="list-style-type: none"> <li>• Every six weeks</li> </ul>	<ul style="list-style-type: none"> <li>• Report of “hits” to website</li> <li>• Parent feedback</li> </ul>
Parent Orientation Night	<ul style="list-style-type: none"> <li>• Faculty and staff</li> </ul>	<ul style="list-style-type: none"> <li>• Julie Harcrow, Principal</li> <li>• Noemi Milligan, Assistant Principal</li> <li>• Team Leaders</li> </ul>	<ul style="list-style-type: none"> <li>• Before and after event</li> </ul>	<ul style="list-style-type: none"> <li>• Parent feedback</li> <li>• Debriefing meeting with team leaders</li> </ul>
PTA volunteer program	<ul style="list-style-type: none"> <li>• Student activity fund (name badges)</li> <li>• Volunteers</li> <li>• Faculty and staff</li> </ul>	<ul style="list-style-type: none"> <li>• Julie Harcrow, Principal</li> <li>• Stacey Crawford, PTA President</li> <li>• April Nohenik, Volunteer Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly board meeting</li> </ul>	<ul style="list-style-type: none"> <li>• Volunteer sign in sheets</li> <li>• Volunteer time cards</li> <li>• Volunteer surveys</li> <li>• PTA executive board meetings</li> </ul>

**Goal #4: To engage parents and the community in the educational process.**

<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
MHS mentors	<ul style="list-style-type: none"> <li>• MHS students</li> </ul>	<ul style="list-style-type: none"> <li>• Karen Heisterkamp, Counselor</li> <li>• Carolyn Powers, MHS Leadership Instructor</li> </ul>	<ul style="list-style-type: none"> <li>• Team leader meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Team leader meeting discussions</li> <li>• Student feedback</li> </ul>
Ready, Set, Teach	<ul style="list-style-type: none"> <li>• Participating teachers</li> <li>• MHS students</li> </ul>	<ul style="list-style-type: none"> <li>• Julie Harcrow, Principal</li> <li>• Carla Parks, MHS Ready, Set, Teach Instructor</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom teacher evaluations</li> </ul>
Grandparents' Day	<ul style="list-style-type: none"> <li>• PTA Volunteers</li> </ul>	<ul style="list-style-type: none"> <li>• Julie Harcrow, Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Before and after November event</li> </ul>	<ul style="list-style-type: none"> <li>• Sign in sheets</li> </ul>
Barnes & Noble Ditto Night	<ul style="list-style-type: none"> <li>• Activity Fund</li> </ul>	<ul style="list-style-type: none"> <li>• Julie Harcrow, Principal</li> <li>• Pam West, Librarian</li> </ul>	<ul style="list-style-type: none"> <li>• Before and after event</li> </ul>	<ul style="list-style-type: none"> <li>• Parent feedback</li> <li>• Attendance numbers</li> <li>• Debriefing meeting with faculty/staff and Barnes &amp; Noble representative</li> </ul>
Student of the Week	<ul style="list-style-type: none"> <li>• Activity Fund</li> </ul>	<ul style="list-style-type: none"> <li>• Julie Harcrow, Principal</li> <li>• Emma Peak, Secretary</li> <li>• Kim Bragg, Clerk</li> <li>• Classroom Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly</li> </ul>	<ul style="list-style-type: none"> <li>• Parent feedback</li> <li>• Student feedback</li> </ul>

**Goal #4: To engage parents and the community in the educational process.**

<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
Teachers will communicate student academic progress and assessment reports with parents every 3-6 weeks via progress reports, report cards, and daily parent communication sheet. (FI)	<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• Julie Harcrow, Principal</li> <li>• Noemi Milligan, Assistant Principal</li> <li>• K – 6, ESL, Special ed. teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Every 3 weeks</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher documentation of communications with parents</li> <li>• Progress Reports</li> <li>• Report Cards</li> </ul>
Librarians will engage parents and the community by promoting, participating, and/or conducting three family oriented campus or district events such as Book Fairs, Author Visits, Meet the Teacher Night, Open House, Public Library Presentations, Storytellers, College Night, Title 1 Family Events, or Guest Speakers.	<ul style="list-style-type: none"> <li>• Campus Library Budgets</li> <li>• Campus Library Activity Budget</li> <li>• LS Dept. Library Budget</li> </ul>	<ul style="list-style-type: none"> <li>• Campus Librarians</li> <li>• Lorie Bruns, Library Services Director</li> <li>• Carole Hagler, Director of State and Federal Programs</li> </ul>	<ul style="list-style-type: none"> <li>• Fall 2008</li> <li>• Spring 2009</li> </ul>	<ul style="list-style-type: none"> <li>• Library Services Monthly Activity Reports</li> <li>• Campus and District Calendars</li> </ul>



**Goal #5: To prevent campus violence and ensure appropriate methods of intervention.**

<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
Morning Announcements - Girls and Boys Town Skills, Character Counts, Safety Tip	<ul style="list-style-type: none"> <li>Continued professional development</li> <li>Safety patrols</li> </ul>	<ul style="list-style-type: none"> <li>Julie Harcrow, Principal</li> <li>Noemi Milligan, Assistant Principal</li> <li>Karen Heisterkamp, Counselor</li> </ul>	<ul style="list-style-type: none"> <li>Daily, weekly</li> </ul>	<ul style="list-style-type: none"> <li>Walk through notes</li> <li>Clinic log</li> <li>Reduction in office/counselor referrals</li> </ul>
Classroom guidance lessons	<ul style="list-style-type: none"> <li>Counselor's budget</li> <li>PTA allocations</li> </ul>	<ul style="list-style-type: none"> <li>Karen Heisterkamp, Counselor</li> </ul>	<ul style="list-style-type: none"> <li>Once every 6 weeks</li> </ul>	<ul style="list-style-type: none"> <li>Reduction in office/counselor referrals</li> <li>Teacher observations</li> </ul>
MHS Mentors	<ul style="list-style-type: none"> <li>MHS students</li> </ul>	<ul style="list-style-type: none"> <li>Karen Heisterkamp, Counselor</li> <li>Carolyn Powers, MHS Leadership Instructor</li> </ul>	<ul style="list-style-type: none"> <li>Team leader meetings</li> </ul>	<ul style="list-style-type: none"> <li>Reduction in office/counselor referrals</li> <li>Team leader meetings</li> <li>Student feedback</li> </ul>
Safety Patrols	<ul style="list-style-type: none"> <li>Student activity fund</li> </ul>	<ul style="list-style-type: none"> <li>Noemi Milligan, Assistant Principal</li> </ul>	<ul style="list-style-type: none"> <li>Weekly</li> </ul>	<ul style="list-style-type: none"> <li>Teacher emails</li> <li>Clinic log</li> </ul>
Lockdown Drills	<ul style="list-style-type: none"> <li>Red drill notebook</li> <li>Crisis committee</li> </ul>	<ul style="list-style-type: none"> <li>Julie Harcrow, Principal</li> <li>Noemi Milligan, Assistant Principal</li> <li>Karen Heisterkamp, Counselor</li> </ul>	<ul style="list-style-type: none"> <li>6 times per year</li> </ul>	<ul style="list-style-type: none"> <li>Crisis Committee meeting agenda and notes</li> <li>Building walk through notes and debriefing</li> </ul>



**Campus Improvement Plan 2008-2009  
Ditto Elementary School**

**Bibliography**

Beane, Allan L. Bully Free Classroom. Minneapolis, MN: Free Spirit Inc., 2005.

Bear, Donald R., Marcia Invernizzi, Shane Templeton, and Francine Johnston. Words Their Way Word Study for Phonics, Vocabulary, and Spelling Instruction. Third ed. Upper Saddle River, NJ: Pearson Merrill Prentice Hall, 2004.

Bradford, Brenda, Tammy Brown, and Donna Enochs. Connecting Middle Grades to Advanced Placement Mathematics. Dallas, TX: Advanced Placement Strategies, Inc., 2007.

Burns, Marilyn. Writing in Math Class. Sausalito, CA: Math Solutions Publications, 1995.

Campbell, Brian, and Lori Fulton. Science Notebooks--Writing About Inquiry. Portsmouth, NH: Heinemann, 2003.

Diller, Debbie. Making the Most of Small Groups--Differentiation for All. Stenhouse, 2007.

Downey, Carolyn J., Fenwick W. English, and Betty E. Steffy. The Three-Minute Classroom Walk-Through : Changing School Supervisory Practice One Teacher at a Time. New York: Corwin Press, 2004.

Harvey, Stephanie, and Anne Goudvis. The Comprehension Toolkit--Language and Lessons for Active Literacy. Portsmouth, NH: Heinemann, 2005.

Harvey, Stephanie, and Anne Gouldvis. Strategies That Work. Portland, ME: Stenhouse, 2000.



**Campus Improvement Plan 2008-2009**  
**Ditto Elementary School**

Hyerle, David, and Chris Yeager. Thinking Maps: A Language for Learning. Cary, NC: Thinking Maps, Inc., 2007.

Jensen, Eric. Teaching with the Brain in Mind. Association for Supervision & Curriculum Development, 1998.

Marzano, Robert J., Barbara B. Gaddy, and Ceri Dean. What Works in Classroom Instruction. Aurora, CO: Mid-Continental Research for Education and Learning, 2000.

Marzano, Robert J. Building Background Knowledge for Academic Achievement. Fourth ed. Alexandria, VA: Association of 4th Grade Teacher Reference Publications.

Rose, Mary. Easy Writing Lessons that Get Kids Ready for Writing Assessments. New York, NY: Scholastic, Inc., 1999.

Sutton, Kim. Math Drills to Thrill. 2006.

Tabb, Patricia, and Delano Moore. Writing Lessons that Teach Key Strategies. New York, NY: Scholastic, Inc., 2001.

Tomlinson, Carol A., and Susan D. Allan. Leadership for Differentiating Schools and Classrooms. Alexandria: Association for Supervision & Curriculum Development, 2000.

Van de Walle, John A., and Louann H. Lovin. Teaching Student Centered Mathematics--Grades K-3. Pearson.

## Ditto Elementary School Campus Improvement Plan 2008-09

<b>Grade 3 TAKS-Reading/ELA</b>										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	70	100%	85	99%	-1%	83	100%	1%	100%	
<b>Afri Amer</b>	1	*	9	89%	*	9	100%	11%	100%	
<b>Hispanic</b>	6	100%	12	100%	0%	11	100%	0%	100%	0%
<b>White</b>	62	100%	59	100%	0%	60	100%	0%	100%	0%
<b>Eco Disadv</b>	12	100%	17	94%	-6%	14	100%	6%	100%	0%
<b>LEP</b>	1	*	6	100%	*	1	*	*	90%	#VALUE!
<b>SpEd</b>	4	*	5	100%	*	3	*	*	90%	#VALUE!

  

<b>Grade 4 TAKS-Reading/ELA</b>										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	81	96%	73	97%	1%	81	99%	2%	100%	1%
<b>Afri Amer</b>	4	*	5	80%	*	9	100%	20%	100%	0%
<b>Hispanic</b>	5	80%	6	83%	3%	11	91%	8%	92%	1%
<b>White</b>	70	97%	60	100%	3%	55	100%	0%	100%	0%
<b>Eco Disadv</b>	13	92%	10	80%	-12%	14	93%	13%	94%	1%
<b>LEP</b>	2	*	1	*	*	6	83%	*	85%	2%
<b>SpEd</b>	12	100%	4	*	*	10	60%	*	80%	20%

  

<b>Grade 5 TAKS-Reading/ELA</b>										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	78	99%	84	98%	-1%	73	100%	2%	100%	0%
<b>Afri Amer</b>	3	*	6	100%	*	3	*	*	100%	#VALUE!
<b>Hispanic</b>	9	89%	6	100%	11%	7	100%	0%	100%	0%
<b>White</b>	62	100%	72	97%	-3%	59	100%	3%	100%	0%
<b>Eco Disadv</b>	13	100%	17	100%	0%	8	100%	0%	100%	0%
<b>LEP</b>	4	*	2	*	*	1	*	*	90%	#VALUE!
<b>SpEd</b>	7	100%	10	100%	0%	6	100%	0%	100%	0%

  

<b>Grade 6 TAKS-Reading/ELA</b>										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	85	100%	89	98%	-2%	87	100%	2%	100%	0%
<b>Afri Amer</b>	7	100%	7	100%	0%	6	100%	0%	100%	0%
<b>Hispanic</b>	4	*	9	89%	*	9	100%	11%	100%	0%
<b>White</b>	66	100%	67	100%	0%	72	100%	0%	100%	0%
<b>Eco Disadv</b>	9	100%	17	94%	-6%	19	100%	6%	100%	0%
<b>LEP</b>	1	*	2	*	*	*	*	*	90%	#VALUE!
<b>SpEd</b>	2	*	3	*	*	15	93%	*	95%	2%

## Ditto Elementary School Campus Improvement Plan 2008-09

<b>Grade 3 TAKS-Mathematics</b>										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	71	97%	86	88%	-9%	80	100%	12%	100%	
<b>Afri Amer</b>	1	*	9	56%	*	9	100%	44%	100%	
<b>Hispanic</b>	6	100%	12	83%	-17%	11	100%	17%	100%	0%
<b>White</b>	63	97%	60	93%	-3%	58	100%	7%	100%	0%
<b>Eco Disadv</b>	13	92%	17	76%	-16%	13	100%	24%	100%	0%
<b>LEP</b>	1	*	6	83%	*	1	*	*	90%	#VALUE!
<b>SpEd</b>	4	*	5	80%	*	3	*	*	90%	#VALUE!

  

<b>Grade 4 TAKS-Mathematics</b>										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	81	91%	71	97%	6%	81	99%	2%	100%	1%
<b>Afri Amer</b>	4	*	3	*	*	9	100%	*	100%	0%
<b>Hispanic</b>	5	80%	6	83%	3%	11	91%	8%	92%	1%
<b>White</b>	70	93%	60	100%	7%	55	100%	0%	100%	0%
<b>Eco Disadv</b>	13	85%	10	90%	5%	14	93%	3%	94%	1%
<b>LEP</b>	2	*	1	*	*	6	83%	*	85%	2%
<b>SpEd</b>	12	92%	3	*	*	9	67%	*	80%	13%

  

<b>Grade 5 TAKS-Mathematics</b>										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	77	95%	84	99%	4%	71	99%	0%	100%	1%
<b>Afri Amer</b>	3	*	6	83%	*	3	*	*	100%	#VALUE!
<b>Hispanic</b>	9	78%	6	100%	22%	7	86%	-14%	92%	6%
<b>White</b>	61	100%	72	100%	0%	58	100%	0%	100%	0%
<b>Eco Disadv</b>	12	83%	18	94%	11%	8	100%	6%	100%	0%
<b>LEP</b>	4	*	2	*	*	1	*	*	90%	#VALUE!
<b>SpEd</b>	6	83%	10	100%	17%	6	100%	0%		

  

<b>Grade 6 TAKS-Mathematics</b>										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	84	100%	88	95%	-5%	86	97%	1%	100%	3%
<b>Afri Amer</b>	7	100%	7	71%	-29%	6	83%	12%	95%	12%
<b>Hispanic</b>	4	*	9	89%	*	9	89%	0%	95%	6%
<b>White</b>	65	100%	66	98%	-2%	71	99%	0%	100%	1%
<b>Eco Disadv</b>	9	100%	16	94%	-6%	19	89%	-4%	100%	11%
<b>LEP</b>	1	*	2	*	*	*	*	*	90%	#VALUE!
<b>SpEd</b>	1	*	2	*	*	13	77%	*	80%	3%

## Ditto Elementary School Campus Improvement Plan 2008-09

<b>Grade 4 TAKS-Writing</b>										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	80	99%	69	96%	-3%	80	95%	-1%	96%	1%
<b>Afri Amer</b>	5	100%	4	*	*	9	100%	*	100%	0%
<b>Hispanic</b>	4	*	6	83%	*	11	82%	-2%	83%	1%
<b>White</b>	69	99%	57	96%	-2%	54	96%	0%	97%	1%
<b>Eco Disadv</b>	13	92%	8	88%	-5%	14	86%	-2%	87%	1%
<b>LEP</b>	2	*	1	*	*	6	67%	*	80%	13%
<b>SpEd</b>	11	100%	4	*	*	10	50%	*	80%	30%

---

<b>Grade 5 TAKS-Science</b>										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	81	88%	86	95%	7%	76	91%	-4%	92%	1%
<b>Afri Amer</b>	3	*	6	67%	*	5	80%	13%	92%	12%
<b>Hispanic</b>	10	71%	6	83%	12%	7	86%	2%	92%	6%
<b>White</b>	64	88%	74	99%	10%	61	92%	-7%	93%	1%
<b>Eco Disadv</b>	12	100%	18	88%	-12%	10	90%	2%	92%	2%
<b>LEP</b>	4	*	2	*	*	1	*	*	90%	#VALUE!
<b>SpEd</b>	11	75%	12	100%	25%	12	67%	-33%	80%	13%



**Campus Improvement Plan 2008-2009**  
Ditto Elementary

**State Compensatory Education**

**Intended Purpose - to increase the academic achievement and reduce the drop out rate of students**

**Intended Beneficiaries - students identified as at risk of dropping out of school as defined in Subchapter B, Chapter 39 TEC**

<b>Description</b>	<b>Acct Code</b>	<b>Original Budget</b>	<b>09/30/2008 Budget</b>
Comp. Ed. Budget			
TUTORIAL SERVICES	199.11.6119.02.130.9.24.0.00	11,880.00	11,880.00
SAL & WAGES-SUPPORT PERS	199.31.6129.00.130.9.24.0.00	20,981.18	20,981.18
MEDICARE	199.31.6141.00.130.9.24.0.00	292.53	292.53
<b>TOTAL</b>		<b>33,153.71</b>	<b>33,153.71</b>
FTE Count			
PERSONNEL			1.00
<b>TOTAL</b>			<b>1.00</b>